

Concord Elementary

2701 Calrossie Road
Anderson, South Carolina 29621

Grades	K-5 Elementary School	
Enrollment	693 Students	
Principal	Kay H. McKee	864-260-5105
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	13	0	1	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes

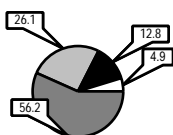
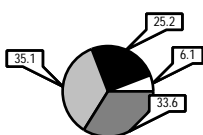
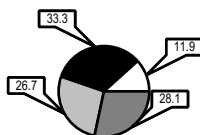
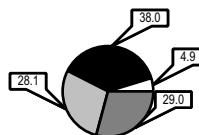
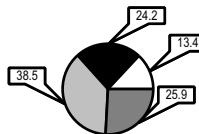
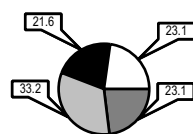
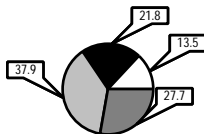
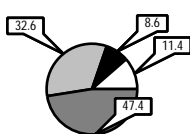
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	369	100.0	3.5	26.3	57.0	13.2	78.7	Yes	Yes
Gender									
Male	195	100.0	3.9	27.8	56.7	11.7	76.1		
Female	174	100.0	3.1	24.7	57.4	14.8	81.5		
Racial/Ethnic Group									
White	295	100.0	1.1	23.8	60.3	14.8	83.4	Yes	Yes
African American	54	100.0	14.3	44.9	38.8	2.0	57.1	Yes	Yes
Asian/Pacific Islander	14	100.0	8.3	8.3	58.3	25.0	75.0	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	321	100.0	2.0	23.3	60.0	14.7	85.0		
Disabled	48	100.0	14.3	47.6	35.7	2.4	33.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	369	100.0	3.5	26.3	57.0	13.2	78.7		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	361	100.0	3.0	26.7	57.0	13.4	78.9		
Socio-Economic Status									
Subsidized meals	87	100.0	11.4	37.1	50.0	1.4	64.3	Yes	Yes
Full-pay meals	282	100.0	1.5	23.5	58.8	16.2	82.4		

Mathematics – State Performance Objective = 36.7%									
All Students	369	100.0	5.0	35.4	33.9	25.7	76.9	Yes	Yes
Gender									
Male	195	100.0	2.8	30.0	38.9	28.3	81.1		
Female	174	100.0	7.4	41.4	28.4	22.8	72.2		
Racial/Ethnic Group									
White	295	100.0	2.5	32.1	35.7	29.6	83.8	Yes	Yes
African American	54	100.0	16.3	57.1	22.4	4.1	38.8	Yes	Yes
Asian/Pacific Islander	14	100.0	8.3	25.0	41.7	25.0	75.0	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	321	100.0	2.3	33.3	36.3	28.0	81.3		
Disabled	48	100.0	23.8	50.0	16.7	9.5	45.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	369	100.0	5.0	35.4	33.9	25.7	76.9		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	361	100.0	4.7	35.9	33.5	25.8	76.9		
Socio-Economic Status									
Subsidized meals	87	100.0	12.9	55.7	22.9	8.6	50.0	Yes	Yes
Full-pay meals	282	100.0	2.9	30.1	36.8	30.1	83.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	369	100.0	10.2	26.9	28.4	34.5	62.9
Gender							
Male	195	100.0	8.9	22.2	31.1	37.8	68.9
Female	174	100.0	11.7	32.1	25.3	30.9	56.2
Racial/Ethnic Group							
White	295	100.0	4.7	26.4	30.7	38.3	69.0
African American	54	100.0	36.7	32.7	16.3	14.3	30.6
Asian/Pacific Islander	14	100.0	25.0	8.3	33.3	33.3	66.7
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	321	100.0	7.7	26.3	29.3	36.7	66.0
Disabled	48	100.0	28.6	31.0	21.4	19.0	40.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	369	100.0	10.2	26.9	28.4	34.5	62.9
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	361	100.0	9.8	27.3	28.2	34.7	62.9
Socio-Economic Status							
Subsidized meals	87	100.0	27.1	38.6	21.4	12.9	34.3
Full-pay meals	282	100.0	5.9	23.9	30.1	40.1	70.2

Social Studies							
All Students	369	100.0	3.2	28.7	29.2	38.9	68.1
Gender							
Male	195	100.0	3.3	25.6	22.2	48.9	71.1
Female	174	100.0	3.1	32.1	37.0	27.8	64.8
Racial/Ethnic Group							
White	295	100.0	1.1	24.9	31.0	43.0	74.0
African American	54	100.0	14.3	49.0	16.3	20.4	36.7
Asian/Pacific Islander	14	100.0	0.0	25.0	41.7	33.3	75.0
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	321	100.0	2.0	26.7	31.0	40.3	71.3
Disabled	48	100.0	11.9	42.9	16.7	28.6	45.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	369	100.0	3.2	28.7	29.2	38.9	68.1
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	361	100.0	3.0	28.8	29.1	39.2	68.2
Socio-Economic Status							
Subsidized meals	87	100.0	10.0	50.0	22.9	17.1	40.0
Full-pay meals	282	100.0	1.5	23.2	30.9	44.5	75.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	116	100.0	3.5	18.6	53.1	24.8	77.9
	4	120	100.0	2.5	31.9	58.8	6.7	65.5
	5	121	100.0	9.2	53.2	37.6	N/A	37.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	118	100.0	1.8	13.4	62.5	22.3	84.8
	4	111	100.0	4.9	28.4	57.8	8.8	66.7
	5	140	100.0	3.2	36.8	52.0	8.0	60.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	116	100.0	4.4	40.7	31.9	23.0	54.9
	4	120	100.0	10.1	27.7	37.0	25.2	62.2
	5	121	100.0	13.8	33.9	25.7	26.6	52.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	118	100.0	0.9	42.9	40.2	16.1	56.3
	4	111	100.0	5.9	26.5	39.2	28.4	67.6
	5	140	100.0	6.4	36.8	24.8	32.0	56.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	118	100.0	10.7	32.1	37.5	19.6	57.1
	4	111	100.0	10.8	18.6	38.2	32.4	70.6
	5	140	100.0	9.6	29.6	12.8	48.0	60.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	118	100.0	0.0	23.2	33.0	43.8	76.8
	4	111	100.0	2.0	31.4	33.3	33.3	66.7
	5	140	100.0	7.2	31.2	23.2	38.4	61.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 693)				
First graders who attended full-day kindergarten	100.0%	Up from 73.0%	99.5%	100.0%
Retention rate	2.9%	Down from 3.3%	1.6%	3.0%
Attendance rate	97.0%	Down from 97.2%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 3.5%	2.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%	Down from 2.9%	1.9%	3.2%
Eligible for gifted and talented	27.3%	Down from 28.3%	26.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.5%	Down from 10.1%	6.1%	8.2%
Older than usual for grade	1.2%	Down from 1.5%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 57)				
Teachers with advanced degrees	50.9%	Up from 50.0%	56.5%	52.6%
Continuing contract teachers	84.2%	Down from 87.5%	85.0%	83.3%
Highly qualified teachers	88.9%	Down from 93.8%	93.9%	93.5%
Teachers with emergency or provisional certificates	3.6%	Up from 1.8%	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 82.9%	88.5%	87.0%
Teacher attendance rate	95.2%	Down from 96.5%	95.2%	95.0%
Average teacher salary	\$44,100	Up 4.1%	\$43,340	\$41,703
Prof. development days/teacher	11.5 days	Down from 19.0 days	12.0 days	12.8 days
School				
Principal's years at school	19.0	Up from 18.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 20.0 to 1	19.7 to 1	18.8 to 1
Prime instructional time	91.1%	Down from 92.9%	91.1%	89.8%
Dollars spent per pupil*	\$6,084	Down 0.3%	\$5,822	\$6,242
Percent of expenditures for teacher salaries*	66.1%	Down from 68.4%	66.3%	65.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.4%		89.4%	
Highly qualified teachers in high poverty schools	95.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In 2004-05, Concord Elementary School served approximately 710 students in grades kindergarten through five and one self-contained PMD classroom. Students attending Concord reside mostly in suburban residential settings and in several apartment complexes. In addition to the core academic program, a standards-based curriculum, the school offers a full range of related arts, media services, counseling, and family therapy, as well as extracurricular activities such as Math Club, Science Club, Robotics Club, Art Club, Running Club, choral music opportunities, reading incentive programs, computer-assisted instruction, and many service learning opportunities, such as Jump Rope for Heart, United Way and Relay for Life. A number of reading incentive programs where students read 15,000 books in just a few months and participation in the "Studenttreasures Program" have brought new energy to an already excellent language arts program.

Concord's greatest strengths lie in excellent student achievement and outstanding community involvement. Test scores are among the highest in the district. An active PTA boasts 44 years of 100% membership, a state record, and 25,839 volunteer hours in 2004-05. Among the school's successes are a strong mentoring/tutoring program, a comprehensive school science fair, an annual school-wide service learning project involving the school's greenhouse, implementation of a school-wide writing program including a Writers' Guild and publishing center, continuation of bullying prevention and character education programs, a wide variety of opportunities for teacher training in best practices, and completion of 36 years of SACS accreditation. Professional development has focused on establishing a community of learning among staff, and topics of primary interest have included improving writing across the curriculum, strategies for raising the bar on student achievement, and strengthening the balanced literacy model. Retention of teachers and other staff continues to be excellent at Concord. Partnerships with colleges and universities in the area have also strengthened the school program.

The school's constant challenge is to ensure that ALL students demonstrate competency in reading, writing, math, science, social studies, and problem-solving strategies, that they are regular in school attendance, and that they demonstrate the qualities to be responsible, respectful, contributing citizens.

Concord is known for its tradition of excellence and, in the last several years, the school has been recognized with the following awards: Palmetto's Finest Award, State Exemplary Writing Award, Palmetto Gold (4 consecutive years), and Red Carpet School Award. Concord is also a Flagship School of Promise. Concord teachers, committed to incorporating "best practices" in their classrooms, have been awarded grants in the area of balanced literacy over the past three years. Six community business partners provide support and services to the school.

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Concord Elementary School is "Continuing a Tradition of Excellence."

Kay H. McKee, Principal

Bonnie Emanuel, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	129	88
Percent satisfied with learning environment	96.3%	91.5%	92.0%
Percent satisfied with social and physical environment	100.0%	92.2%	96.6%
Percent satisfied with school-home relations	100.0%	94.5%	80.5%

*Only students at the highest elementary school grade level at this school and their parents were included.